



Unit 1 Lesson 4 - Concepts of Political Thinking Part Two Mid-Unit Evaluation

Lesson Overview (brief summary)

225-300 minutes (three or four 75-minute periods - the last period is a work period for a mid-unit evaluation)

In this series lessons, students will learn to investigate issues using the Concepts of Political Thinking, particularly “Objectives and Results” and “Stability and Change.” These concepts will be explored through studying *The Indian Act* using *The Secret Life of Canada's* materials for schools. This is a comprehensive teaching package to help students understand the Indian Act as a civic issue that gave power to the Crown to govern and control Indigenous Peoples (linked below).

Unit 2 will explore more about Indigenous governance and how it interacts with Crown ways of governing. The lessons below will help prepare students for lessons in the next unit.

This lesson includes the first assignment for evaluation.

Connections to Inquiry Process (at least one)

- ★ Gather and Organize
- ★ Interpret and Analyze
- ★ Evaluate and Draw Conclusions
- ★ Communicate

Connections to Political Thinking Concept(s)

Explicitly in the *Indian Act* lesson:

- Objectives and Results
- Stability and Change

Students choose two out of the four in the mid-unit assignment:

- Political Significance
- Political Perspectives
- Objectives and Results
- Stability and Change

Curriculum Expectations

A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

A1.4 use the concepts of political thinking when interpreting and analysing evidence, data, and information relevant to their investigations; evaluating and synthesizing their findings; and formulating conclusions, predictions, and judgments about issues, events, and/or developments of civic importance

A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

A2.3 apply the concepts of political thinking when analysing current events and issues involving local, national, and global communities

Learning Goals

- We are learning to discuss the objectives and results of the *Indian Act* so that we can try to analyze a current news story about a civic issue.



<p>B2. Canadian and Indigenous Governance Systems: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations (FOCUS ON: Stability and Change; Political Perspective)</p> <p>B2.3 describe Indigenous governing systems and structures, both those created by the Indian Act and those that predate or exist alongside the Act, and how they interact with the federal, provincial, territorial, and municipal governments of Canada, and explain how treaties, Crown-Indigenous relations, and/or Indigenous claims to sovereignty affect a region of their choice in Ontario or Canada and/or</p> <p>B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon (FOCUS ON: Political Significance; Objectives and Results)</p> <p>B3.4 explain how the judicial system and other institutions and/or organizations affect the rights of individuals and the public good in Canada</p>	
<p>Readiness</p> <ul style="list-style-type: none">● Students will have been introduced to the idea of power within civic contexts● Students will have been introduced to the Four Concepts of Political Thinking <p>Terminology</p> <ul style="list-style-type: none">● Gender● Sexuality● Marginalized● Civic● Crown (with regards to government - Canada's democratic government exercises power in the name of the Crown, including by voting on laws like the Indian Act)	<p>Materials</p> <ul style="list-style-type: none">● Computer● Projector● Screen● Speakers● Computer and internet access for students<ul style="list-style-type: none">○ Laptop cart○ Computer lab○ Mobile devices● Chart paper● Markers● All websites and links are embedded within the lesson <p>Videos: Canadian Encyclopedia YouTube clip (2:40): The Indian Act: A Summary</p>
<p>Minds On</p> <ul style="list-style-type: none">● Establishing a positive learning environment● Connecting to prior learning and/or experiences● Setting the context for learning	<p>Connections</p>



WHOLE CLASS (15 mins):

1. Ask students the following questions for a brief, informal class discussion:
 - a. Has anyone heard of The Indian Act?
 - b. What do you know about it?
 - c. When and where did you learn about it?

2. Show the short Canadian Encyclopedia YouTube clip (2:40) called: [The Indian Act: A Summary](#)

3. Ask students the following questions for a brief, informal class discussion:
 - a. Where would you put *The Indian Act* on our Common Good course tracker?
 - b. Why might the Canadian government want to control First Nations people?
 - c. Who was **marginalized?** (hurt or made less powerful)

Teacher Note: Remind students to use their [Common Good course tracker](#) whenever the common good is referenced in a lesson. Please note that this discussion may be triggering for many students, including Indigenous students. *The Indian Act* overall was and is a damaging law that was enacted to take land away from First Nations in order to extract resources for profit, a clearly individualistic goal. There are not many good arguments to place it on the side of The Common Good, and the focus of the discussion should be on listing the reasons why it was and is good for a few non-Indigenous individuals.

4. For additional support for students with an IEP or identified as ELL, create a word wall and prompt students to practice this vocabulary throughout the video.

Key terms from video (in chronological order):

<ul style="list-style-type: none"> ● Assimilate ● Euro-Canadian ● Political Structures ● Governance ● Cultural practices ● Determined ● Indian Status ● Reserve ● Band Politics ● Rights 	<ul style="list-style-type: none"> ● Residential School system ● Pow Wow ● Potlatch ● Sun Dance ● Devastating ● Amended ● Discriminatory ● Consequences
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Assessment: (one of)

Assessment *for* learning:

- Activate previous knowledge (or misconceptions) about the Indian Act
- Support / Recognize appropriate oral use of “the common good” as key vocabulary

Differentiated Instruction:

Differentiation of:

- Process

Based on:

- Student readiness
- Learning profile
- Pausing the video a few times to let students turn and talk about the two questions as they proceed will increase capacity and knowledge.

- Use a word wall to anchor this vocabulary for students who struggle. Example activity to reinforce new terms is to create a deck of word cards.
- Distribute word cards to students BEFORE the video and when their word comes up, pause the video and have the student (or in small groups) explain what the word means. Students can write their definitions on the back of the cards and then post them on a word wall section in the classroom.

Action

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning

Connections



<p>(guided > independent)</p>	
<p>WHOLE CLASS (2x75 minute periods):</p> <ol style="list-style-type: none"> 1. Tell students to recall the thinking concept of Stability and Change from their Political Thinking concepts handout from Lesson 3. 2. For the remainder of the action part of this lesson, use CBC's The Secret Life of Canada teaching materials: The Indian Act <ol style="list-style-type: none"> a. This is a comprehensive teaching package to help students understand the Indian Act as a civic issue that gave power to the Crown to govern Indigenous Peoples. b. First, read through their How To Use This Resource to ensure both teacher and students are prepared for the topics covered in this teaching package. <p>Teacher Note: The slide show concludes with Consolidation questions.</p> <p>Some things to consider:</p> <ul style="list-style-type: none"> ● "Causes and consequences" is the history class equivalent of "objectives and results" in this class ● Give students the consolidation questions at the beginning of the slide show so they know what they are expected to respond to at the end of the lesson ● Remind students to refer back to their backgrounder on political thinking and use the objectives and results vocabulary when responding to the consolidation questions ● The teacher can assess understanding of political thinking concepts and use of appropriate terminology as well as integration of evidence before assigning the mid-unit evaluation 	<p>Assessment:</p> <p>Assessment <i>for</i> learning:</p> <ul style="list-style-type: none"> ● Consolidation questions (slide 54) ● <p>Assessment <i>as</i> learning:</p> <ul style="list-style-type: none"> ● Optionally, have students self-assess their comfort with the political thinking concepts before starting the mid-unit evaluation <p>Differentiated Instruction:</p> <p>Differentiation of:</p> <ul style="list-style-type: none"> ● content ● process <p>In response to:</p> <ul style="list-style-type: none"> ● student readiness ● learning profile <p>Content: Review slide deck before use. Consider the PTCs of:</p> <ul style="list-style-type: none"> - Stability and Change - Objectives and Results <p>Make more explicit links in your lesson delivery if you find it necessary.</p> <p>Process: Before allowing students to start the mid-unit evaluation, assess:</p> <ul style="list-style-type: none"> - Use of political thinking vocabulary - Integration of content knowledge <p>Quick Tips:</p> <ul style="list-style-type: none"> - Distinguish "Indians" from South Asians and "Indian" as a legal category for First Nations people in Canada
<p>Consolidation</p> <ul style="list-style-type: none"> ● Providing opportunities for consolidation and reflection ● Helping students demonstrate what they have learned 	<p>Connections</p>



<p>INDIVIDUAL (75 mins):</p> <ol style="list-style-type: none">1. Students are now ready to complete the mid-unit evaluation: Newspaper Article Assignment on a Current Event of Civic Interest2. Use your best judgment for how long your students need to complete this task. The suggestion here is one 75 minute work period. Another work period may be given if more time is needed.	<p>Assessment:</p> <p>Assessment as Learning</p> <ul style="list-style-type: none">● Student/peer feedback check through prior to submitting work <p>Assessment of learning:</p> <ul style="list-style-type: none">● This assignment is the first for a evaluation of the course● It should provide evidence of how students can currently perform in all four categories of the Achievement Chart, and who needs to set goals in specific areas. <p>Differentiated Instruction:</p> <p>Differentiation of:</p> <ul style="list-style-type: none">● Content <p>In response to:</p> <ul style="list-style-type: none">● Student readiness● Interest <p>Students should choose 2 of the 4 PTCs – you may want to encourage them to use the ones they are doing the best with, and reteach the others later.</p> <p>Students summarize a newspaper article of their choice.</p> <p>Quick Tips:</p> <p>Do brief “spot checks” to assess:</p> <ul style="list-style-type: none">● Use of reliable “legacy” news sources● Ability to take notes / paraphrase / summarize● General writing ability (capitalization, punctuation, syntax, etc.) <p>Ask oral questions about Political Thinking Concepts during the drafting and planning process, to increase repetition and understanding.</p>
<p>Additional Resources</p>	

Backgrounder: How to Think Politically

In Canadian and World Studies (history, geography, politics, law, and economics), we want to learn how professionals in those fields think about their work and the evidence they use.

Political thinking relies on **abstract concepts** defined by **criteria**.

- Criteria can be thought of like a checklist of actual conditions that have to be met before the abstract political thinking concept can apply to the situation.

CONCEPT 1: POLITICAL SIGNIFICANCE / POLITICAL IMPORTANCE

- **Political significance** is about which issues have the most political **importance**.
- **People, events, or issues** can be politically significant. One person, event, or issue can be more, less, or equally politically significant when compared with another.
- Finally, your decisions about what is politically significant are affected by your political perspective.

Criteria/Checklist to determine whether a person, event, or issue is politically significant:

- Is the impact long-lasting? Do the effects last a long time?
- Is the impact extreme and life-changing, either positively or negatively?
- Are many people affected, positively and/or negatively?
- Does it directly affect you, your loved ones, your community?
- Are many people for or against it?
- Are there big differences between supporters and opponents?
- Is there an ethical issue involving right and wrong?

Never forget to prove the criteria using evidence!

My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):

CONCEPT 2: POLITICAL PERSPECTIVE

- Political perspective is the concept that reminds us that ***everyone's perspectives about every issue are always political.***
- In societies, we are dependent on one another:
 - we do not have a choice about whether or not to be political
 - our choices affect each other
 - choices are determined by our points of view, our beliefs, and our values.
- Our perspectives are shaped by the influences surrounding us since birth, and will continue shifting until the end of our lives.

Criteria/Checklist to consider when expressing political perspectives:

- What does the person, group, or government believe in? What do they value?
- Is there a difference between a person, group, or government's stated values and how they express those through their actions?
- What values receive a higher priority than others?
- Which communities does the person, group, or government belong to or publicly align with? Which communities are neglected, forgotten, or rejected?
- What does the person, group, or government believe about the role of government? (Beliefs about government are your **political ideology**.)
- Where do these beliefs, values, and political ideologies come from? Are they traditional or radical in context?
- Where does the issue lie on the political spectrum?

Never forget to prove the criteria using evidence!

My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):

CONCEPT 3: OBJECTIVES AND RESULTS

- Objectives (or goals) and Results is the concept that helps us separate the plan to *address* a civic issue from the actual *results* of the plan.
- Objectives (or goals) and Results are related to the inquiry cycle (or the scientific method) that all good projects are based on:
 - Ask a question
 - Gather and organize the facts
 - Analyse the evidence
 - Implement a plan
 - Communicate your results
 - Reflect on the entire process
 - Return to your questions
 - Start the cycle again
- The Results are sometimes intended and sometimes unintended; it's important to evaluate the consequences of a political decision on a society or societies.

Criteria/Checklist to study objectives and results:

- What were the **conditions** or **circumstances** that were affecting people before the civic issue was addressed, or before the issue got a response?
- Objectives** (or goals) are defined by a citizen, group, organization, or government in response to ever-changing conditions.
- Actions** or **action plans** are developed by citizens, groups, organizations, governments, or a combination of the above in order to meet the objectives and improve the conditions surrounding the civic issue.
- Action is not the final step! **Results** have to be monitored! Results measure whether there was actual change.
 - There can be **intended results** which match the objectives of the action plan.
 - There can be **unintended results** which change people's circumstances for the better or worse but which were not planned

Never forget to prove the criteria using evidence!

My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):

CONCEPT 4: STABILITY AND CHANGE

- Some decisions, policies, and action plans can help the conditions of our society stay the same, and other decisions can help change to happen.
- Stability and Change can both be *positive or negative*, because a stable society can help some citizens rise while others are oppressed.
 - Therefore, it helps us to separate stability and change into positive and negative categories.

Criteria/Checklist to define stability and change:

Stability is the concept for when things stay the same, or the way they currently are.

Positive stability:

- The institutions of a society (governments, banks, law enforcement, community organizations, schools, healthcare, etc.) are working well for the greatest number of people – for the common good
- Members of society have enough support to withstand and survive any negative events
- People can use the systems to accomplish their goals for the betterment of everyone; therefore, systems do not need to change

Negative stability:

- The institutions of a society are not working well for many people
- Members of the society do not have enough support to withstand and survive any negative events
- People cannot use the systems to accomplish their goals for the betterment of everyone
- The people running the systems are resisting necessary change

Change is the concept for when things become different from what they currently are.

Positive change:

- The institutions of a society change in order to better meet the needs and goals of the people
- Problems are solved, injustice is addressed, conditions are improved, new opportunities are pursued
- The change aims to achieve a new form of positive stability after a period of change that can be measured against the previous conditions or circumstances

Negative change:

- Change causes the institutions of a society to work less well than they did before
- People lose the capacity to withstand events and disasters they could have survived beforehand
- Fewer problems are solved, injustice goes unaddressed, conditions worsen, fewer opportunities are pursued

Never forget to prove the criteria using evidence!

My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):

Newspaper Article Assignment on a Current Event of Civic Interest

1. Find a **recent** newspaper article on a current event of civic interest in Canada (recall the lesson using the Confederate flag article that we practiced as a class) and fill in the chart below.
2. **Examples of civic issues:** *poverty, racism, workplace discrimination, environment, gender + sexuality, justice system, etc.*

TITLE OF ARTICLE:	
DATE OF ARTICLE:	
AUTHOR OF ARTICLE:	
LINK TO THE ARTICLE	

THE 5 Ws: Write 2-3 point form notes for each section

WHO is the issue happening to? <i>2-3 point form notes</i>	
WHAT is the issue? <i>2-3 point form notes</i>	
WHEN did the issue occur? <i>2-3 point form notes</i>	
WHERE is the issue happening? <i>2-3 point form notes</i>	
WHY is the issue happening? <i>2-3 point form notes</i>	
HOW is the issue happening? <i>2-3 point form notes</i>	

SUMMARY

IN YOUR OWN WORDS, please provide a brief summary of the article **using at least 5 sentences.**

★ *Good summaries = important facts, full sentences, no new information, no personal opinions.*

Sentence #1:	
Sentence #2:	
Sentence #3:	
Sentence #4:	
Sentence #5:	

POLITICAL THINKING CONCEPT:

- Pick TWO of the Political Thinking Concepts and fill those boxes with point form notes of your thoughts, observations, answers, and questions that come to mind
- Recall: you can find the definitions and explanations in your notes

My Political Thinking Concepts (PICK ONLY <u>TWO</u>)	My thoughts, observations, answers, and questions that come to mind
Political Significance →	
Political Perspectives →	
Objectives + Results →	
Stability + Change →	

PERSONAL CONNECTION

How do YOU connect to this article?
Does it remind you of something you have read or seen elsewhere?
Does it remind you of anything we have talked about in class?
What are your personal thoughts on the issue?

- ★ Use all or some of the SENTENCE PROMPTS below to get you started!
- ★ Write **AT LEAST 5-10 sentences** but you may write more

I connect to the article because it reminds me of....

I connect to this article because I previously learned about....

I connect to this article because in another class, I learned that....

I have a few thoughts on the issues this article is about. First, I feel that....

ASSESS YOURSELF

- Using the rubric below, select the level that best describes your achievement in each category: Knowledge, Thinking, Communication, and Application.
- Write a one-sentence explanation (for each category) as to why you gave yourself that level. Write your sentence explanations in this chart:

Knowledge assessment:	Communication assessment:
Thinking assessment:	Application assessment:

Newspaper Article Rubric

Name: _____

Categories	Below Level 1: 0-49%	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge: (e.g., facts, terms, definitions) Did you fill in the 5 Ws?	Did not meet requirement OR No evidence	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Thinking: Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) Did you provide evidence for TWO Political Thinking concepts from the article? Did you give yourself a mark?	Did not meet requirement OR No evidence	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Communication: Clear expression and logical organization in oral, visual, and written forms Did you provide a clear SUMMARY?	Did not meet requirement OR No evidence	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Application: Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts) Did you make a PERSONAL CONNECTION to your life and the course?	Did not meet requirement OR No evidence	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

How to use this resource

The Secret Life of Canada podcast uncovers and reclaims the unauthorized history of a complicated country. Hosts Leah-Simone Bowen and Falen Johnson highlight the people, places and stories that may not have made it into high school textbooks. These stories include, among others, the lives of Asian, Black, Indigenous, LGBTQ2S+ and women in Canada. Some topics are the subject of an entire episode of approximately 40-50 minutes, while others are 2-5 minute "Shout Out" to the untold story of a remarkable individual.

The Secret Life of Canada resource can be used in a variety of courses such as History, Geography, Social Studies, Indigenous Studies, Civics, Law, and Anthropology. The podcast platform may be a new one for classroom teachers therefore we recommend teaching *The Secret Life of Canada* with an understanding of podcasts. [Concepts of Historical Thinking](#) have been infused throughout the lessons.

It is recommended that the episodes are used as a whole class activity. Students can also tune into the podcast with earbuds or listen from home.

The teaching resources have been designed for teachers by teachers to accompany select episodes. These resources consist of a **Teaching Guide, Slides, and Activities**.

If you'd like to edit or customize any of the content, feel free to download it from the Google Drive folders and make it your own.

The slides are designed for use while listening to the episode with the following structure:

1. **What you'll hear in this episode**
2. **Essential Questions**
3. **Learning Goals**
4. **Minds On**
5. **Podcast link** to the episode. A link to the transcript is provided in the notes section of this slide in case you or your students want to read along.
6. **Images and information** specific and sequential to the podcast
7. **Extension Activities** at salient points throughout the slides. It would be optional here to pause the podcast and have your students undertake an activity in connection to one of the topics. These may be subject-specific.
8. **Want to Know More?** slides suggest related videos, podcasts, and reading connections to enrich your students' knowledge of the topic.
9. **Consolidation** of topics and ideas related to Essential Questions and Learning Goals, along with potential activities or tasks.

The tone of the podcast is often light-hearted. However, some parts of the episodes may have triggering content. Consider that "the purpose of content warnings is not to cause students to avoid traumatic content, but to prepare them for it, and in extreme

circumstances to provide alternate modes of learning" (Lockhart). Some of these topics address loss of culture, residential schools, racism, discrimination and oppression. Teachers may consider a letter to parents and guardians to advise of triggering content and well as recommended supports which could be made available for those students affected by this content.

The hope is that listening to *The Secret Life of Canada* awakens in students a new awareness of the diverse and dynamic history unfolding all around them and be inspired to take action.

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